

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT**SUB-DOMAIN: SOCIAL DEVELOPMENT****PRAGMATIC BEHAVIOR****GOAL 30: CHILDREN DEMONSTRATE AWARENESS OF BEHAVIOR AND ITS EFFECTS ON OTHERS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Modifies self behavior to solicit others' actions or responses.	<ul style="list-style-type: none"> ▪ Imitates peers' behaviors, including participating in group toddler "herding behavior" where groups of toddlers begin doing the same thing, without obvious purpose (e.g. everyone looks and points to the ceiling at nothing in particular). ▪ Experiments with effects of both positive and negative self actions on objects and people. ▪ Plays with certain objects or does certain actions that will get adult's attention. ▪ Responds to correction and consequences of a specific behavior but may not understand why the behavior warrants the consequence (e.g. "Why can't I bang on the pot?"). ▪ Recognizes that certain behaviors will elicit positive or negative responses from others. ▪ Anticipates the impact of some actions (e.g. squints eyes as they drop a spoon that will clang as it hits the floor.) ▪ Uses different actions to match other peoples' age, gender, role, or circumstances. ▪ Takes others' hands to lead them to play or other activities or asks for play. ▪ Tells others "no" or "yes" to simple questions. ▪ Begins to understand the concept of taking turns in a game. ▪ Begins to anticipate the impact of their actions, by 	<ul style="list-style-type: none"> ▪ Play games with child that demonstrates how behavior and actions cause effects (e.g. hat on the head, hat off the head, dump and fill games, songs such "Wheels on the Bus"). ▪ Model and explain waiting situations (e.g. waiting your turn in grocery checkout line). Demonstrate strategies to pass the time while actually waiting during daily routines. ▪ Respond positively and with support to child's cues (e.g. "I can see you would like my help with your shoes. Can you say, 'Help please?' "). ▪ Model words to describe your own and children's emotions. ("I am happy to see your smiling face at child care today." "You miss your mommy and your face is showing me you are thinking of her."). ▪ Provide opportunities for children to play group games that include actions (e.g. Find Me, Ring Around the Rosie, Hokey Pokey, and I'm a Little Teapot). ▪ When a child initiates play or a modification for playing a game or using an object, comment positively on the modification. ▪ For children on the later months of this age range, explain that some rules keep children safe while other rules make life less troublesome for children and adults (e.g. Not touching electrical outlets is a safety rule. A rule about not writing with markers on the walls is important because marker ink makes it hard to clean the wall.). Some rules are about danger. Some are about

		<p>the end of the period.</p>	<p>inconvenience and extra work for the child.</p> <ul style="list-style-type: none"> ▪ Provide opportunities for choices (e.g. "You can choose the red one or blue one."). ▪ Redirect child's negative behaviors into positive behaviors (e.g. "Your body wants to throw today. How about throwing these balls into the basket.").
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